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ABSTRACT

A survey questionnaire asked adult (aged 18 or older) respondents to list, in order of importance, the five most important characteristics of their best and worst teachers in school; to answer the question: "What didn't school teach you?"; and to grade schools locally and nationally on a scale from A through F (A through D and F for Fail). A sample of adults from a rural area in West Virginia was selected. Of the target population, 8.2 percent were included in the sample. The sample was representative for sex, age, and household size, but biased toward the upper ends of income and education levels. The results of the study are presented with graphs and narrative discussion, including significant quotations from responents. Personal attributes of teachers upon which judgments were based included appearance, rapport with students, and temperament. "Best" and "worst" judgements were also made on teaching methods, subject knowledge, and discipline. Respondents were asked to specify the level at which their best and worst teachers taught, and the subjects (high school) they taught. Schools were rated on their strengths and weaknesses in curriculum, their contribution to the development of social compentencies, and their success in developing thinking processes. Results of the study are discussed in the light of ways in which teacher education programs may be improved. (JD)

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SEMS: SCHOOL EXPERIENCE MEMORY STUDY

A STUDY OF RURAL ADULTS' MEMORIES OF TEACHERS AND SCHOOL

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PRESENTED TO AERA, APRIL 1, 1985

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INTRODUCTION

Educators are often encouraged to teach to long-range goals. Long-range feedback, however, is often lacking. Casual contacts, newspaper articles, class reunions and the like provide some feedback, but it tends to be biased and incidental. Educators concerned with long-range effects of their teaching operate in a relative vacuum. Lack of systematic feedback can contribute, at the lesser end, to a lack of performance improvement and frustration. At the greater end, it can contribute to teacher stress, burnout and even resignation from teaching. Karen Shawn's story (1979) serves as one example. Karen had her mind set on teaching by the time she was in the third grade. She became a creative, energetic, academically effective teacher. After a time, she started questioning her long-range effectiveness. She reflected on a Peace Corps ad which read:

> "Give a man a fish and he'll have dinner for a night. Teach a man to fish and he'll have dinner for a lifetime."

Karen started rearranging her lessons to increase relevance and practical application in her classroom. She was, however, left in a vacuum, lacking representative, systematic feedback.

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Without this feedback, she left teaching. She was unable to cope with the frustration of not knowing. In the long run Karen developed coping mechanisms and returned to teaching, but how many others have been lost to the teaching profession? Many educators wonder if they are making a long-range difference in their students' lives. Many educators would like to have some feedback to have a better idea of what they do or do not do that makes a long-term difference.

The literature provides examples of single cohort, single school or single subject long-range feedback (Kittle, 1948; Galbraith, 1939; White and Brockington, 1983 among others). Examples of student evaluations of teachers are also readily available in the literature. One of the most comprehensive studies of this type was performed by Hart, 1934. Hart surveyed ten thousand high school seniors from 55 "widely distributed sections of the country", asking them to describe their best liked, least liked and most effective teachers. Hart's results will be discussed and compared to this study's results later in this paper. The literature also provides accounts of teacher memoirs, but rarely does one encounter non-educator memoirs devoted to school memories. It would appear that there is a need for systematic documentation and analysis of memories of a general population of adults regarding their school experiences. This is the goal of this research: to document and analyze adult memories of their teachers and school.

METHODOLOGY

A survey questionnaire was developed, field tested and revised before distribution to the sample. Respondents were asked to list, in order of import, the five most important characteristics of their best and worst teachers; to answer the question: "What didn't school teach you?"; and to rate schools locally and nationally as school children are graded (A, B, C, D, or Fail), a replication of two Phi Delta Kappan Gallup Poll questions.* The survey included one and one half pages of demographic data on the individual, his/her household, the schools attended and the grade levels and subjects taught by the best and the worst teachers.

A centrally located West Virginia community was chosen due to the researcher's location and special interest in rural education. The community had shown population stability over time and was fairly typical of the area (Marks, 1985). A random sample of the adult population aged 18 or older, out of high school and having listed telephone numbers were contacted by telephone. Those who agreed to participate received a questionnaire packet through the mail. Of the target population, 8.2% were included in the sample. However, a low return rate necessitated a sample representativeness check which revealed the sample to be representative for sex, age and household size, but biased toward the upper ends of income and education levels.

*Participants were also asked to describe their 3 most outstanding school experiences. These data will be reported in a future paper.

A team of three researchers categorized responses. Inter-rater reliability was established on Fisher's Exact Agreement (90% or greater) and on Krippendorph's inter-rater reliability formula (80% or greater).

RESULTS

The best and worst teacher characteristics were categorized into two major categories and six sub-categories:

I. PERSONAL ATTRIBUTES
   - A. Temperament
   - B. Rapport
   - C. Appearance

II. TEACHING BEHAVIORS
   - A. Teaching Methods - organization, lessons, motivation, level, pace, grading.
   - B. Knowledge of, interest in and enthusiasm for the subject being taught.
   - C. Discipline in the classroom.

Figures 1 and 2 summarize the mean percentage response by category for best and worst teacher characteristics. Overall, personal attributes comprised the majority response, 53% for best teachers and 63% for worst teachers.

BEST TEACHERS

Personal Attributes. Best teachers were remembered as ones who had a pleasant temperament (25.2% mean response). The following is a list of descriptors used in temperament responses:

KIND	HAPPY	NICE
HUMOROUS	FRIENDLY	PATIENT
PLEASANT	CARING	UNDERSTANDING
FLEXIBLE	LOVING	DOWN-TO-EARTH
REASONABLE	ENTHUSIASTIC	NOT INTIMIDATING
FAIR	DILIGENT	ALWAYS SMILED
CREATIVE	CONSIDERATE	HELPFUL
DEDICATED	SWEET	GOOD NATURED
HONEST	WARM	
VIVACIOUS	GOOD/WONDERFUL/JOYOUS PERSONALITY	

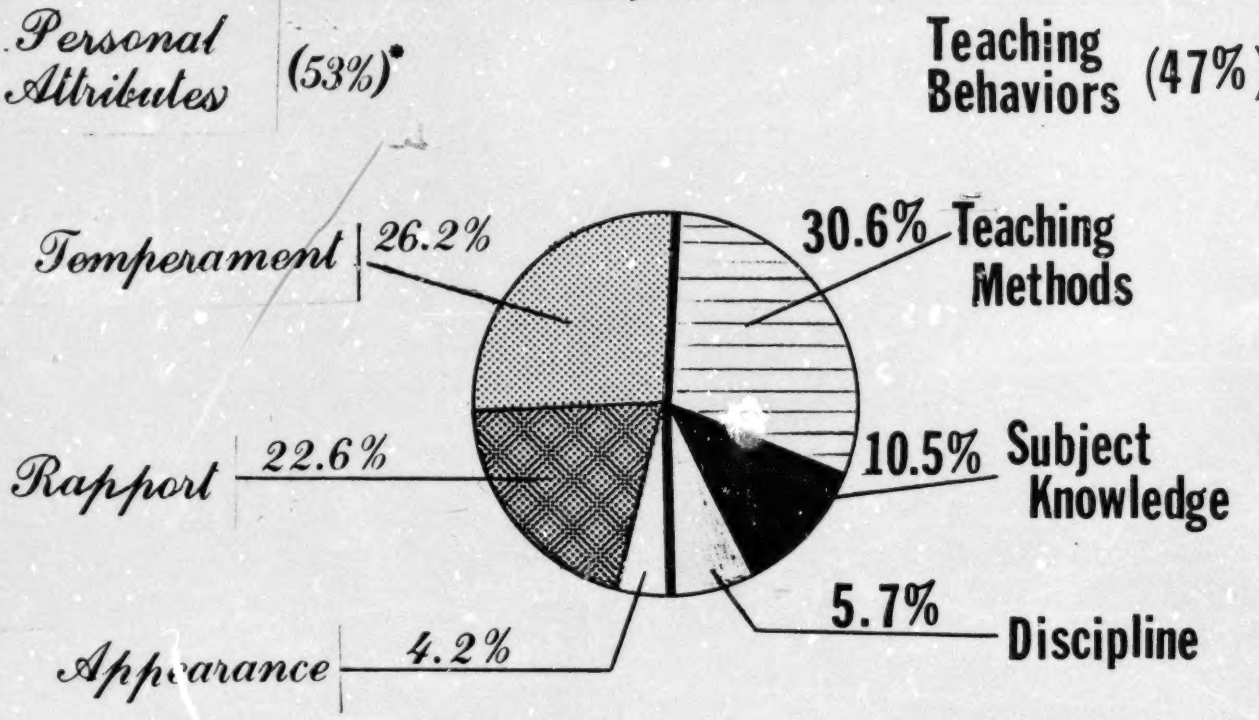


FIGURE 1. BEST TEACHER CHARACTERISTICS, MEANS

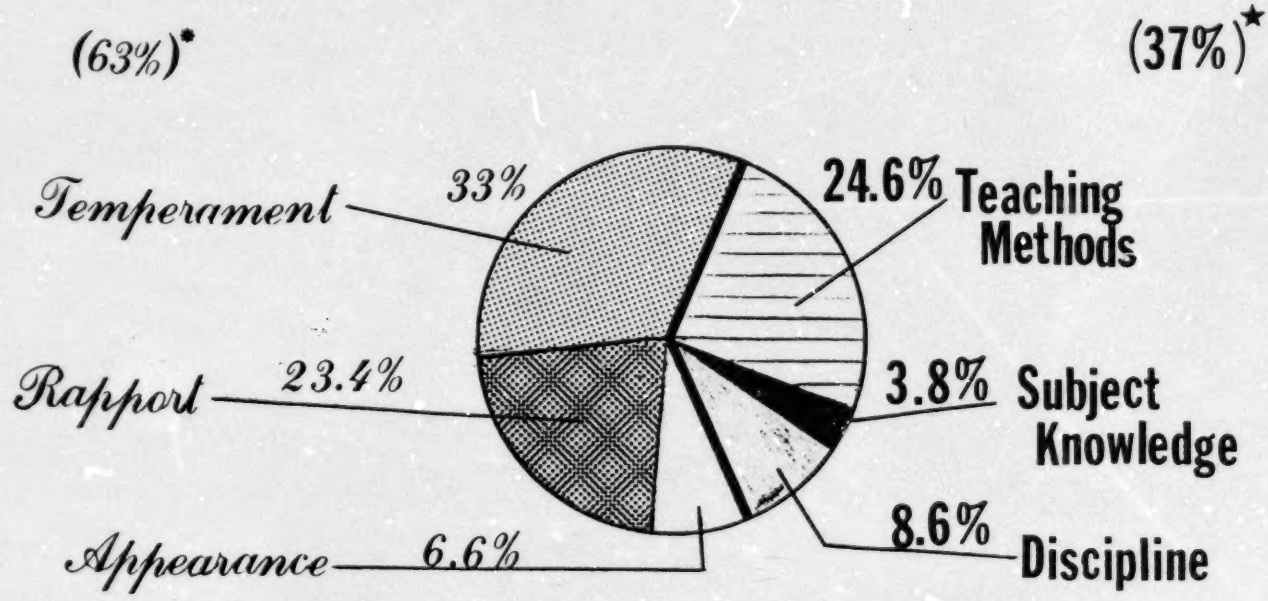


FIGURE 2. WORST TEACHER CHARACTERISTICS, MEANS

* Personal Attributes Total Mean
★ Teaching Behaviors Total Mean

Responses in the temperament category usually contained more than just the key words contained in the above list. For example, my best teacher:

> "loved her job and was very enthusiastic and dedicated."
>
> "was the sweetest person I ever knew."
>
> "was patient -- he took time with us."

Rapport with students was the second most frequent personal attribute sub-category (mean = 22.6%). Fairness, impartiality and equal treatment formed the primary theme among these responses. My best teacher:

> "treated everyone alike...thought equally of all students."
>
> "listened to everyone's opinion and didn't criticize."

Best teachers respected students "as people" and treated "as equals" and "equally". Best teachers showed concern and conveyed a sense of caring about students personally and academically. My best teacher:

> "was concerned for the welfare of his students and interested in our academic futures."
>
> "took a personal interest in each student."

Knowing that a teacher likes people in general, all students equally and especially "me" was important to respondents. Open communication was an important area, as was being made to feel special. My best teacher:

> "made it clear we could talk to her about our problems. Other teachers said that, but we knew she meant it."
>
> "...she made all of us down to the youngest feel like we had been touched by a magic wand."

Appearance represented a minor sub-category for personal attributes (mean=4.2%). Responses were very general in nature: "dressed well", "looked nice", "pleasant face and voice", and "he always smiled" are examples of typical responses.

Teaching Behaviors comprised a mean of 47% of best teacher responses. Teaching methods was the largest sub-category (mean=30.6%). The most frequent theme was method of classroom presentations. Respondents said their best teachers made class interesting, and that they used unique, creative, innovative techniques. Best teachers used many interesting examples to clarify lessons and possessed good presentation skills including voice inflection. Best teachers were aware of student needs in terms of level, pace and individual attention and motivation. My best teacher:

> "made me think...and inspired a lasting interest in the subject."

> "had time for students and was willing to help."

Best teachers were well prepared and dedicated. Respondents reported best teachers put long hours into preparation. They were characterized as organized and clear. Best teachers provided fair grading, feedback and follow-up. They were consistent in their standards. They let students know where they stood and followed through on student questions and requests for information.

Best teachers were also knowledgable of, interested in and showed enthusiasm for their subject. This formed the second sub-category for teaching methods (mean=10.5%). Best teachers had a good command of their subject and were able to "put it

across". Best teachers told interesting stories and used examples which showed interest and enthusiasm for the subject.

Discipline represented only 5.7% (mean) of best teacher characteristics. Best teachers were described as strict and fair disciplinarians. Best teachers maintained control and commanded student respect.

WORST TEACHERS

Personal Attributes. Temperament was the overall most important and most frequent response category for personal attributes for worst teachers (mean=33%). One striking aspect to this group of responses was the variety of one and two word descriptors which comprised a whole response. The following is a list of key words used to describe worst teacher temperament:

INDECISIVE	APATHETIC	OVERBEARING
IMPATIENT	CRAZY	INSINCERE
MEAN	EVIL	BULLY
HATEFUL	STUBBORN	INFLEXIBLE
LAZY	MOODY	UNPREDICTABLE
RUDE	GOSSIP	UNSOCIABLE
STERN	STRICT	YELLED A LOT
CRUEL	NOSEY	SELF-IMPORTANT
ANGRY	NERVOUS	BIG SHOT
INTOLLERANT	REPUGNANT	ABSENT MINDED
NO HUMOR	DEGRADING	NEVER SMILED
NERVOUS	INHUMANE	TERRIBLE

Other responses accused worst teachers of being there "just for the paycheck". Short or ill tempers and lack of "emotional maturity" were mentioned. One individual referred to his worst teacher (also the principal) as:

> "...a fire spitting creature...no one today has as much fear of the words, 'go to jail' as we experienced at the words, 'go to the principal's office!"

A minor theme among these temperament responses spoke to worst teacher's lack of self-assurance. Worst teachers lacked "self-confidence", were "easily side-tracked", "easily twisted by student demands — changed test dates all the time." One worst teacher was decidely out of order as reported by this respondent:

> "(My worst teacher) brought her personal life into the school — reading boyfriend's letters in class, seen 'making out' after class. He was later arrested for rape."

While temperament was a very important factor, this alone was not sufficient to qualify one as a best teacher. One worst teacher was described as "a lovely person — I liked her a lot."

Rapport with students formed the second personal attribute sub-category (mean=23.4%). Lack of communication, concern and fairness were the main responses reported under the rapport sub-category. Respondents remembered their worst teachers as ones who could not be asked questions, had no time for students' academic or personal concerns, and showed a general lack of concern for "the psychological well-being of pupils". Favoritism, prejudice and lack of fair treatment had many different expressions in worst teacher characteristics. Teachers were accused of liking boys better than girls and vice versa, favoring athletes, high achievers, intellectuals, "town children", children of well-to-do families, or specific family names, and "good-lookers". A related concern involved teachers gossiping and embarrassing students in front of their peers. My worst teacher:

"berated students and embarrassed kids in front of their peers."

"made you feel cheap and dumb."

"had a personal grudge against me."

"made fun of students when they couldn't answer questions."

The emotional impact of such teachers seems long-lived. Handwriting often became quite bold, quick, emphatic and even sloppy when individuals listed worst teacher characteristics.

Appearance was the least frequent personal attribute sub-category (mean=6.6%). Worst teachers were "sloppy", "drab", "had a poor appearance" and "set a poor example for students". Facial expression, negative voice qualities and poor hearing were also mentioned. One response indicated the worst teacher "was ugly to look at for one hour of nothing".

Teaching Behaviors. Teaching methods comprised the largest sub-category for teaching behaviors (mean=24.6%). Presentations were described as: boring, dull, uninteresting, disorganized and not well prepared. Little effort and creativity went into lessons. Lessons were not clear, nor well illustrated with examples or stories. Inappropriate level, pace and assignments (too easy/hard/much) and lack of individual attention characterized worst teachers. Worst teachers talked "over our heads" and one "always curved the tests because he knew he was way over our heads." Worst teachers did not provide appropriate, consistent or fair feedback. They refused to allow students to participate in class and allowed cheating.

Discipline represented 8.6% of all worst teacher characteristics. 61% of the time it ranked first or second in import. Corporal punishment was mentioned.

> "Discipline -- cruelty -- breaking of rulers on heads, banging heads with rings, clawing."
>
> "Physical abuse."

General lack of order and fair punishment policies and practices characteristized worst teachers. Students lacked respect for these teachers.

Lack of knowledge of, interest in and enthusiasm for the subject taught comprised a mean of 3.8% of worst teacher characteristics.

> "He did not even like or understand the subject which he taught (math)."

Best and Worst Teachers: Subjects Taught. Respondents were asked to list the subjects taught by their best and worst teachers. Table 1 summarizes these data.

SUBJECT TAUGHT	BEST TEACHER		WORST TEACHER	
	N	%	N	%
ALL SUBJECTS	17	21	17	21
ENGLISH/LANGUAGE ARTS	19	24	14	28
FOREIGN LANGUAGES	3	4	2	3
SOCIAL STUDIES	10	13	15	20
SCIENCES	8	10	9	12
MATH	13	16	13	17
FINE ARTS	1	1	1	1
VOCATIONAL	7	9	4	5
PHYSICAL EDUCATION	—	—	2	3
SPORTS	2	2	—	—
UNSPECIFIED	2	—	5	—
TOTAL	82	100%	82	100%

TABLE 1. Subjects taught by best and worst teachers.

Best teachers most frequently taught English or all subjects at the primary school level. Worst teachers most frequently taught all subjects and social studies with English and math next most frequent.

Best and Worst Teachers: Levels Taught. Respondents were also asked to specify the level at which their best and worst teachers taught. Table 2 summarizes these data. The majority

LEVEL TAUGHT	-TEACHERS- BEST		WORST	
	N	%	N	%
K - 8	26	32	35	45
HIGH SCHOOL	47	58	34	44
HIGHER EDUCATION	8	10	9	11
UNSPECIFIED	1	—	4	—
TOTALS	82	100%	82	100%

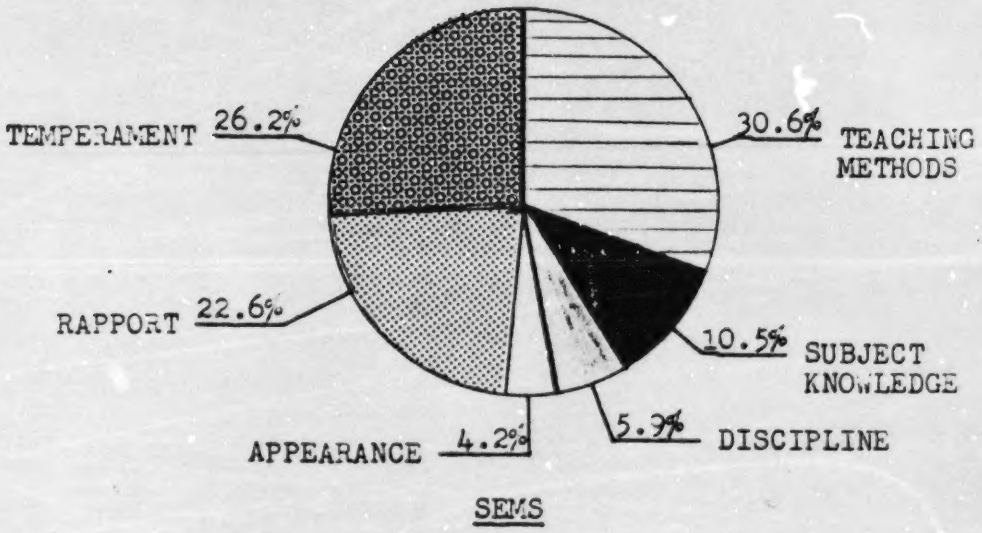
TABLE 2. Levels taught by best and worst teachers.

of both best and worst teachers were remembered from the high school level, the most recent school experience for many of the adults in this population (32%). As many individuals in this study attended schools before the dawn of middle or junior high schools, K - 8 has been combined. 67% of this population had at least some college experience, yet only 10% of best teachers are remembered from higher education, the most recent school experience for this portion of the population. It is noteworthy that such a high percentage of both best and worst teachers are remembered from elementary school experience, again supporting the perception that the effects of best and worst

teachers are long-lived.

Best and Worst Teachers: Independent Measures. Chi Square analysis showed no significant differences by age, sex nor un-adjusted income levels. Analysis did show significant differences for income levels adjusted by number per household and by education levels. Higher income level participants included a greater proportion of personal attributes ($p < .05$). Higher education level respondents included more teaching behavior characteristics for best and worst teachers ($p < .05$).

COMPARISON: HART, 1934. Hart's 1934 study of high school seniors reported characteristics of best and worst teachers. These data were reported in such a way as to enable reanalysis in terms of the categories used in this study. ~~Tables~~ Figures 3 and 4 diagram this comparison. Despite different populations and 48 years of history, some sub-categories differ by as little as 0.6%. Overall personal attributes for best teachers differ by 5% with Hart's population in the plus. In the case of worst teacher, Hart's population mentioned personal attributes 5% more frequently than this study's population. In the case of best teachers, Hart's population reported rapport as more important. In the case of worst teachers, Hart's population reports far more temperament issues. Appearance, it seems, remains a minor concern across time. In terms of teaching methods, subject knowledge was of lesser concern in both best and worst teacher for the Hart population. Discipline was of greater concern in the case of best teachers for the Hart population. Overall, the comparison is close considering the diffences between the two studies.



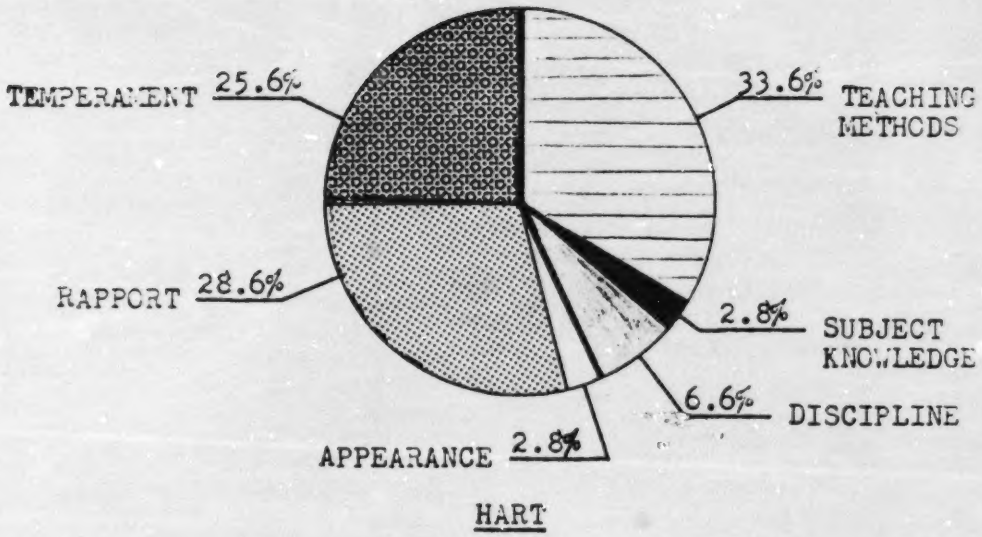
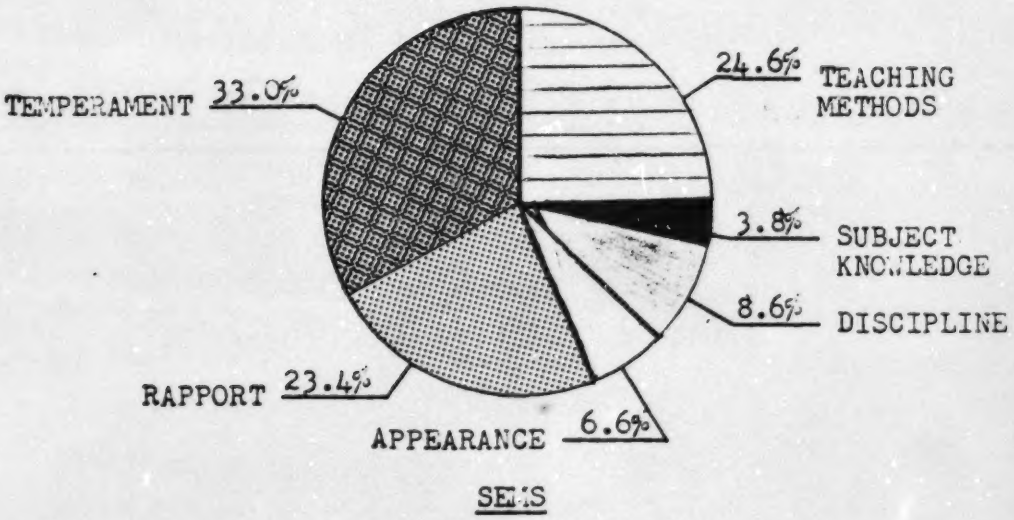


FIGURE 3. COMPARISON OF SEMS AND HART BEST TEACHER CHARACTERISTICS, SUB-CATEGORIES.



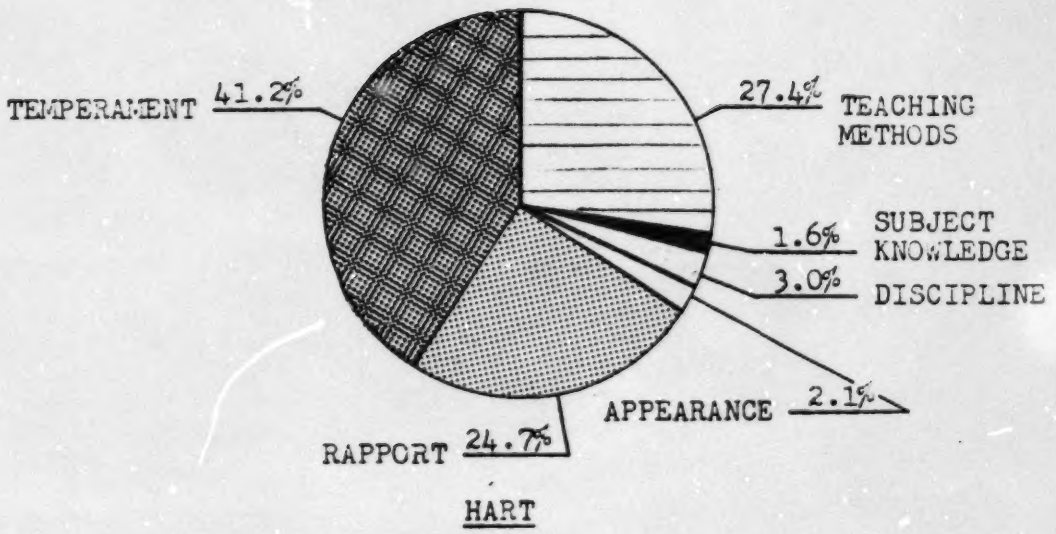


FIGURE 4. COMPARISON OF SEMS AND HART WORST TEACHER CHARACTERISTICS, SUB-CATEGORIES.

Hart, Frank W. Teachers and Teaching: By Ten Thousand High School Seniors. Mac Millan Co., New York, 1934.

WHAT DIDN'T SCHOOL TEACH?

Five major categories emerged from these data:

I. THE CURRICULUM
   A. Missing Subjects
   B. Offered but Inadequate
   C. Unbalanced Curriculum
II. SOCIAL-PERSONAL SKILLS
   A. General - family and life skills
   B. Career and Higher Education Preparation
III. THE LEARNING PROCESS
   A. Thinking skills
   B. Lack of Relevance
IV. EXCELLENT SCHOOLS
V. GOOD SCHOOLS, BUT...

Figure 5 shows the proportions of all responses to this question for the five major categories. Each category is discussed below with examples and explanations for each sub-category.

The Curriculum. Subjects listed as completely lacking from the curriculum comprised 21% of the responses here. The most frequent subject was vocational education with specific areas including: business management, typing, shorthand, consumer education classes and trades. Sex education was second with fine arts, career counseling and extra-curricular activities following. Wilderness survival, a memory course and discipline for teacher educators comprise the remainder of this list.

Inadequate coverage comprised 19% of all responses to this question. Language arts was the most frequent area mentioned. Specific areas included: grammar, spelling, creative writing, speed reading, phonics and public speaking. Math, science and social studies were next most frequent. Art and music, career counseling and foreign languages were mentioned as needing more offerings. Cardiopulminary Resuscitation was listed. It is interesting that 87% of these responses were given by individuals

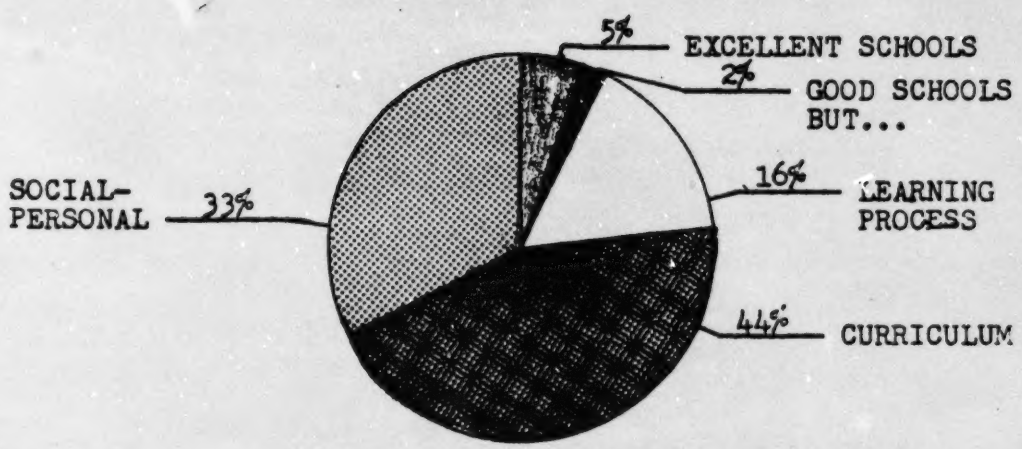


FIGURE 5. RESPONSES TO THE QUESTION: "WHAT DIDN'T SCHOOL TEACH?".

with 13 or more years of education. Perhaps the old adage applies: the more one learns, the more one knows how much more there is to learn.

Inconsistent or unbalanced curriculum responses comprised 19% of responses to this question. The responses in this sub-category called for greater freedom of choice within the curriculum.

> "(School did not teach me) basic cooking techniques. This may have been included in Home Economics, but I missed it by taking college preparatory courses."

> "I was not given art courses due to my desire to participate in orchestra."

Social-Personal Skills. 33% of responses to the question "What didn't school teach you?" fell into the social-personal skills area. The most frequent theme in this sub-category involved the area of the "real world". The wording in these responses indicated a perceived discrepancy between school and the world which followed.

> "(School did not teach) the whole area of awareness of entering adult life..."

> "School did not teach me anything about the world as it is today. To hell with what happened 300 years ago. Teach people how to cope with life as it is now."

Almost one third (30%) of the responses in this category mentioned the non-reality of school and the discontinuity between school and the life experiences which followed.

The next major theme related to schools lacking in teaching skills of personal development. School did not teach:

> "how to be a success."

> "to be yourself...accept responsibility for your own actions, goals and outcomes."

> "that most things are possible if you work hard and keep sight of your goals."

Family issues comprised the next major theme. School did not teach how to be a good wife, husband, parent, nor how to manage personal affairs including applying for loans, completing tax forms, managing checking, savings and investments. The next theme showed schools lacking in the teaching of interpersonal skills. School did not teach:

> "that you have to get along with others to survive."

> "that we are ultimately interdependent, and we must help one another or we produce chaos. Unrestrained selfishness is the ultimate source of disaster. So, somehow, that selfish streak in each of us needs to be eliminated."

Other responses in this category mentioned dating or "mixing", common sense, everyday living skills, social graces, values and tollerance of others.

8% of the responses specified school lacking in adequate career skills or higher education preparation. High school science was found lacking: "there was a large gap between the work required for high school and that required for college." Teacher preparation was found lacking in terms of not preparing individuals for their initial classroom experiences. One female respondant lacked knowledge regarding financial aid for higher education opportunities. She was only informed about a nurses aid training program. Of those mentioning lack of career and higher edumation preparation, 82% of these comments were made by females.

The Learning Process was Lacking. 10% of responses spoke

to process rather than content. Thinking skills, decision-making skills, study skills and critical thinking were listed as missing. "Too much read, review and recite." 90% of these responses were given by individuals with 16 or more years of education.

Lack of relevance formed the second major theme in this process category. 6% of all responses related a lack of challenge, motivation and relevance. Respondents said they were not challenged to work to their full potential, that grades given were "much too high", and that school work was irrelevant to real life.

Excellent Schools. 5% of responses indicated the individual attended excellent schools which taught all they could/should. Some indicated that schools were "better back then" and that schools today do not teach the basics (reading, writing, spelling and math). Perhaps the following quote will illustrate this theme, and present the irony as it is unedited:

> "One of the first things we were taught was how to read write and spell -- also math. Today they are not taught to read, write spell or math -- the subjects most important for future life. If you get you basics young, you have no trouble later." (sic)

Respondents mentioning this theme ranged in age from 33 to 65. One individual made an interesting observation regarding individual differences in experiences within one school.

> "I honestly believe my schooling taught me a disciplined mind always seeks. Consequently, there is nothing school didn't teach me! I also believe my experiences are unusual. Friends and relatives of mine who attended the same schools do not feel as I do. For some reason, I have been most fortunate!"

Good Schools, But... Only 2% of responses indicated respondents attended good schools, but could have benefited from some additional help or coursework, but really didn't expect it.

> "I learned all I felt school should have taught. But it didn't teach me to think. That I had to learn in spite of the school."
>
> "...I didn't learn to be a good parent...a good wife in school. I guess you have to learn these two things out of school."

GALLUP POLL REPLICATION

Respondents were asked to grade schools locally and nationally (A,B,C,D, or Fail). This survey sample graded school locally lower than did the national Gallup Poll sample. Nationally, this sample gave higher grades more frequently (+18% B's) and lower grades less frequently than did the national sample. This sample was more sure (used the "don't know" category less frequently) than ~~did~~ the national sample.

It was noticed that individuals who graded schools locally and nationally with an F also said they attended excellent schools. Upon examination of the individual questionnaires, it was found that these individuals had responses such as that which follows.

> "In the years I went to school, there was not but very little that school did not prepare you for. The basics that are not taught today were considered the most important then. Reading, writing and arithmetic were the basics then and we were well schooled in them. Today I know young people, and adults of this generation who cannot read only with great difficulty, cannot write or are very poor in penmanship, and cannot add, subtract, or multiply unless there is a calculator in their hand."

DISCUSSION/IMPLICATIONS

Perhaps the most important finding of this study is the constancy over time and populations regarding rememberances of best and worst teachers. Both this population and the Hart population of 1934 remember most how teachers treated them as people. They remember general temperament qualities and qualities of fairness or favoritism. These two categories comprise the largest response in both studies. This can be viewed as an indicator that we should be paying more attention to what some would call the "fuzzy" side of education. Qualities of personality and student treatment can be experienced, hence they can be measured. Additional time and effort to develop acceptable measures of such characteristics, specific to the teaching profession, would be required. These data indicate the effort may well be worth taking. Adults of today perceive schools through the eyes of their own school experiences. Take, for example, those who gave schools of today a grade of "F". In explanation, they expounded on their own school experiences. These adults are largely responsible for legislative attitudes which provide or withhold educational funding. Hence, the implications of this train of thought reach into the very pocketbook of education.

While respondents found "nice" alone inadequate for a best teacher, they also found strict subject matter excellence alone lacking (he really knew his subject, but was unable to "put it across"/was "way over our heads" described worst teachers). A balance is required in teacher preparation as

well as in-service, graduate level education classes, teaching practices and evaluation.

A question of import here is: should education assess personality factors and screen applicants or should education pre-test and teach appropriate classroom personality and rapport traits? Teachers who treat students equally or show favoritism can be seen (demonstration), practiced (role play) described (added to student teaching assessment and effective teaching criteria) and used in feedback and grading. Likewise, behaviors indicating meanness, kindness, caring, and so on, can be specified (eg., raised voice repeatedly in response to a stressful situation, talked quietly and regained control of the class, started the day by asking for and attending to how students feel). When these areas are treated as "teachable" and the effort is taken to specify these behaviors, screening could then provide an indication of how much work an individual would require, rather than whether an individual would make a good teacher or not. Even individuals who score high on such scales could benefit from some practice specific to situations teachers are likely to encounter.

The results show that adults and students alike appreciate the traits already receiving much stress in teacher education: teaching methods, organization, planning, presentation, clarity, pace, level and individualized attention. However, respondents repeatedly stressed:

CREATIVITY
UNIQUE, INNOVATIVE APPROACHES
INTERESTING LESSONS
GOOD EXAMPLES AND STORIES

as best teacher traits and the opposite for worst teachers. Respondents stressed these areas in terms of both lesson content and classroom presentations. With the age of behaviorism, education has stressed the mechanics of teaching which fit with behavioral constructs. These must not be lost, but rather must take their rightful place as one part of a larger process. Creative teachers are leaving the profession. Personally, this researcher knows of three within the last year in one small community who have left the profession due to the structures they were given. They left the teaching profession because their entire program was spelled out for them in specific behavioral terms to a degree which left them no time nor space for creative effort on their parts.

Medley (1979) is an example of the kind of educational researcher produced by a strictly behavioral viewpoint:

> "The daily process of teaching is concerned with specific facts, principles, vocabulary, and so forth, which the pupil is expected to retain long enough to pass a test. It seems logical, therefore, to assess teacher effectiveness on the basis of how much of this content a teacher's students master in how brief a period of time..."

This definition and perspective of teaching is dangerously unidimensional. Academic performance is only one aspect of education. Social adaptability, success in relating to others, attitudes toward education and teachers are also important aspects of the educational process. Medley's definition also ignores any level of intellectual skill outside memory-level fact acquisition, one of the lowest skill levels on any taxonomy. If a 5th grade student learns

to read well enough to perform at the 5th grade level or better on a test, but learns to hate reading, can we really call that effective teaching? Peterson (1979) states:

> "To me the picture of direct instruction seems not only grim but unidimensional as well. It assumes the only important educational objective is to increase measurable student achievement... Yet most educators agree that a broad range of educational goals is important, including increasing students' creativity, independence, curiosity, self-concept, and attitude toward school and learning."

In a recent critique of educational research practices, Macmillan and Garrison (1984) point out that strict behaviorism without a "wider context" becomes as meaningless as the "physical movements of chess pieces" without context. Soltis (1984) suggests that future directions in educational research must be "tridimensional". He supports an "and" rather than an "either-or" approach. "Our experiences of teaching and learning are not all of pushes and pulls, causal or correlational, as important as that is; they are also filled with meaning and meaningfullness for both teachers and learners." The current research must be taken into consideration along side the more behavioral research to help us define teaching and learning in a wider perspective.

Lack of teacher preparation devoted to creativity, personal growth, self-concept, and independence are also reflected in the results of the question "What didn't school teach you?" Respondents listed personal and self-concept development among the things which school did not teach. Teachers cannot be good role models for such areas of concern unless they themselves have had experience in self-concept development and growth.

The subjects most frequently listed by respondents as missing were vocational and sex education. Largely, educational systems have responded to these needs, building vocational centers and increasing the number and seriousness of sex education offerings. Some school systems have also responded to the expressed need for greater personal choice in curriculum.

The subjects listed as "offered but not adequately mastered" included English, math, science and social studies. This seems to reflect the current of the "back-to-the-basics" movement. Mastery of the basics must come early to allow for the additional education our technological society requires. Yet, 19% of the responses here have indicated perceived shortcomings in the basic skills areas. It would be interesting to test this population to assess their current status in these basic subjects. Do they perform better than they would have expected, or are they really suffering from a lack of mastery of basic skills? Does school really focus on acquisition of facts "long enough to pass a test", showing later inadequacies in long-range assessment?

One third of the responses to this question related to the social-personal areas. Respondents found school lacking in relevance to their lives. They described school as a seperate process which did not relate very well to later life. If school is to prepare individuals to function in society, then this is a grave response to what is lacking in education. "Too much read, recite and review", not enough application and practice was one response to this question. If more realistic

examples were employed, relevance would be achieved and higher order skills would have to be employed. This does not mean throwing out the behavior objectives framework, but rather, using it in a higher order fashion. Instead of objectives which specify multiple choice examination performance outcomes, objectives are needed which specify application of higher order skills. For example, students will, when faced with a totally new situation, apply the principles of problem solving and create a new, unique solution. It is perhaps significant here that only 10% of the responses spoke of thinking skills. Only one respondent said that school taught "a disciplined mind always seeks", and others said that they had to learn to think "despite the school". Analysis of these two perspectives, their background, their school experiences might yield important keys for education. Only one person said school taught her to think, a few said they did not learn to think in school, but the majority of respondents did not speak at all of thinking/process level skills. They spoke of specific facts, figures, subjects and skills. 90% of the responses which spoke to thinking skills were made by individuals with 16 or more years of education. Perhaps one must learn about thinking skills before one can discuss them and that this is not learned until late college or in graduate education. Therefore, the lack of responses relating to thinking skills may be most significant.

In the response category regarding career and higher education preparation, 82% of the responses were given by females.

One individual in particular explained that she was only informed about a nurses aid program at a local college. She received no information regarding college or financial aid programs. As she later completed a B.S. degree in a technical field, she was most likely unfairly categorized by a counselor. Counseling practices in the study area need to be reviewed for possible discrimination practices. They should also be reviewed for the need for additional counseling of female students due to external factors within family and community structures. Such structures may be providing more information and support to males and the schools may need to compensate for this.

SUMMARY

Adult perceptions of best and worst teachers coincide closely with those given by high school seniors in 1934. Both populations respond heavily in the teacher temperament and rapport with students areas and this needs to be taken into consideration in teacher preparation and in-service curricula. At this point in history, integration of a more complete picture of teaching is required. We must attend to areas previously considered "non-behavioral" in new ways to provide guidance, direction, examples, practice, feedback and performance criteria relevant to personality, temperament and rapport areas. Higher order objectives and more relevant practice are indicated. Future research might look into more detail regarding differences between those who report school taught them to think and those who report they learned to think despite school. Such research

might uncover new keys to improving teacher effectiveness in a more wholistic sense than strictly behavioral approaches have indicated. A balance between the side of education relating to personality issues and the side relating to behavioral objectives must be obtained.

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